

Objectives	Course Content	Learning Activities
2.2 Explain how one will need to modify his or her behavior in response to the resident's behavior.	<ul style="list-style-type: none"> <li>7. Changing the subject</li> <li>8. False assurances and clichés</li> <li>9. Giving advice</li> <li>10. Ineffective communication               <ul style="list-style-type: none"> <li>a. disguised messages</li> <li>b. conflicting messages</li> <li>c. unclear meanings</li> <li>d. abstractions</li> <li>e. perception</li> </ul> </li> </ul> <p>II. Interpersonal Skills</p> <p>A. Determined by</p> <ul style="list-style-type: none"> <li>1. standards and values</li> <li>2. culture and environment</li> <li>3. heredity</li> <li>4. interests</li> <li>5. feelings and stress</li> <li>6. expectations others have for us</li> <li>7. past experience</li> </ul> <p>B. Dealing with resident behavior</p> <ul style="list-style-type: none"> <li>1. Accept every resident</li> <li>2. Listen to every resident</li> <li>3. Comply with reasonable requests, when possible</li> <li>4. Display patience and tolerance</li> <li>5. Make an effort to be understanding</li> <li>6. Develop acceptable ways of coping with your negative feelings               <ul style="list-style-type: none"> <li>a. Leave the room after providing for safety</li> <li>b. Talk with nursing supervisor about your feelings</li> </ul> </li> </ul>	<p>List false assurances, for example, "Everything will be fine, you'll see."</p> <p>Consider clichés rather than abstracts and discuss how the meanings could differ for residents, e.g.,</p> <ul style="list-style-type: none"> <li>1. "The grass is always greener on the other side of the fence."</li> <li>2. "A bird in the hand is worth more than two in the bush."</li> </ul>
2.2.1 Define the terms sympathy, empathy, and tact.		<p>Have the class discuss why resident behavior shouldn't be taken personally.</p>